WE HAVE A PLAN!
NOW WHAT?

REALIGNING RESOURCES

**A Program for Library Managers and Trustees
Presented During the
2005 Montana State Library Summer Institute
By Sandra Nelson**
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WE HAVE PLAN! NOW WHAT?
Realigning Resources

AGENDA

Implementing Your Plan: 20 Steps to Success

Implementing Your Plan: Staff

The Change Process: How Does Your Staff Feel and Act When Things are Changing?

Changes in Your Library

Making Change Work in Your Library

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- Case Study 2

Successful Negotiations: Case Studies Revisited

- Negotiation 1
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- Case Study 5
- Case Study 6

Managing Change

Resources for Results

Implementing for Results – Draft Outline
6/2005

Task 1: Identify Activities

>Step 1.1: Prioritize Goals

>Step 1.2: Identify Current Activities

>Step 1.3: Identify Possible New Activities

Task 2: Review and Organize Activities

>Step 2.1: Activities, Tasks, and Steps

>Step 2.2: Determine What Is Missing

Task 3: Select Preliminary Direct Service Activities

>Step 3.1: Evaluate for Effectiveness

>Step 3.2: Make Preliminary Selections

Task 4: Determine Resource Requirements for Activities

>Step 4.1: Identify Types of Resources Needed

>Step 4.2: Complete a Gap Analysis

>Step 4.3: Select the Appropriate Tools for Data Collection

>Step 4.4: Develop Data Collection Processes and Guidelines

>Step 4.5: Collect Data

Task 5: Select Final Activities

>Step 5.1: Determine Criteria for Selection

>Step 5.2: Apply Criteria to Preliminary Activities

>Step 5.3: Select Activities for Year One and Preliminary Activities for Years Two and Three

Task 6: Plan for Implementation

>Step 6.1: Assign Staff Responsibilities

>Step 6.2: Develop Activity Plans with Timelines

>Step 6.3: Coordinate Activity Plans

Task 7: Implement

>Step 7.1: Realign Staff Resources

>Step 7.2: Realign Facility Resources

>Step 7.3: Realign Collection Resources

>Step 7.4: Realign Technology Resources

Task 8: Monitor Implementation of Activities and Strategic Initiatives

>Step 8.1: Establish Monitoring Process and Schedule

>Step 8.2: Review Progress Monthly

>Step 8.3: Adjust as Needed

IMPLEMENTING YOUR PLAN
20 STEPS TO SUCCESS

STAFF

1. Review staff allocations (both by classification and by unit, department, or agency) and reallocate as needed.

2. Review staff duties and assignments and adjust as needed.

3. Review job descriptions and revise as needed to reflect current duties and requirements.

4. Review performance appraisal documents and revise as needed to reflect current staff responsibilities.

5. Identify training required to ensure that staff can perform new/revised responsibilities and develop a training plan.

FACILITIES

1. Review current space allocation and reallocate as needed.

2. Evaluate current allocation of shelf space and change as needed.

3. Review current equipment and replace/add as needed.

4. Review current furnishings and replace/add as needed.

5. Identify facility-related training needs and develop a training plan.

COLLECTIONS

1. Review materials budget allocations and revise as needed.

2. Review selection guidelines and revise as needed.

3. Review standing orders and revise as needed.

4. Review collection and weed as needed.

5. Identify collection development training needs and develop a training plan.

TECHNOLOGY

1. Review the current infrastructure and upgrade as needed.

2. Review current hardware and upgrade as needed.

3. Review current software and upgrade as needed.

4. Review current hardware allocation and change as needed.

5. Identify hardware, software, networking or Web production training needs and develop a training plan.

IMPLEMENTING YOUR PLAN: STAFF

1. Review staff allocations (both by classification and by unit, department, or agency) and
    reallocate as needed.

    Data Needed to Accomplish: _____
    _____
    _____
    Issues to Be Resolved: _____
    _____
    _____
    Benefits: _____
    _____
    _____
    Risks: _____
    _____

2. Review staff duties and assignments and adjust as needed.

    Data Needed to Accomplish: _____
    _____
    _____
    Issues to Be Resolved: _____
    _____
    _____
    Benefits: _____
    _____
    _____
    Risks: _____
    _____

3. Review job descriptions and revise as needed to reflect current duties and requirements.

    Data Needed to Accomplish: _____
    _____
    _____
    Issues to Be Resolved: _____
    _____
    _____
    Benefits: _____
    _____
    _____
    Risks: _____
    _____

4. Review performance appraisal documents and revise as needed to reflect current staff responsibilities.

Data Needed to Accomplish: _____
_____
_____

Issues to Be Resolved: _____
_____
_____

Benefits: _____
_____
_____

Risks: _____
_____

5. Identify training required to ensure that staff can perform new/revised responsibilities and develop a training plan.

Data Needed to Accomplish: _____
_____
_____

Issues to Be Resolved: _____
_____
_____

Benefits: _____
_____
_____

Risks: _____
_____

6. Other: _____
_____

Data Needed to Accomplish: _____
_____
_____

Issues to Be Resolved: _____
_____
_____

Benefits: _____
_____
_____

Risks: _____
_____

THE CHANGE PROCESS
HOW DOES YOUR STAFF FEEL AND ACT WHEN THINGS ARE CHANGING?

Before Change	During Change	After Change
Work Environment	**Work Environment**	**Work Environment**
1. Stable	1. Unstable	1. Stability returns
2. Secure	2. Scary	2. Security increases
3. Understood	3. Unknown	3. More familiar
4. Consistent	4. Inconsistent	4. Change institutionalized
Staff Feelings	**Staff Feelings**	**Staff Feelings**
1. Comfortable	1. Paranoid	1. Comfort levels increase
2. In control	2. Stressed	2. Commitment occurs
	3. Fearful of losing job	3. Stress reduces
	4. Angry	4. Job feels more secure
Staff Actions	5. Lack of control	5. Benefits become apparent
1. Low/moderate energy	6. Romanticize the past	
2. Moderate/acceptable productivity		**Staff Actions**
	Staff Actions	1. Moderate energy
	1. Increased conflict	2. Productivity increases
	2. Resistance	
	3. High energy - unfocused	
	4. Low productivity	

THE CHANGE PROCESS BEFORE 1995

Before Change	During Change	After Change
X X X X X X X X X	X X	X

THE CHANGE PROCESS SINCE 1995

Before Change	During Change	After Change
X Y X	X X Y Y X X Y X	Y Y X X X Y X

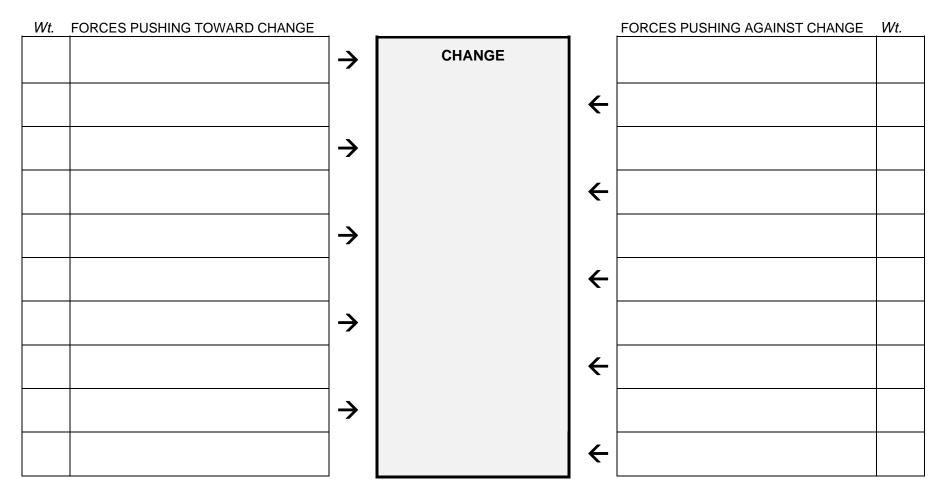**X = First Change in an Activity, Process, or Job Assignment**

Y = Second, Third (or more) Change in an Activity, Process, or Job Assignment

CHANGES IN YOUR LIBRARY

List several big changes that have been implemented in your library over the past several years. Then describe how the staff reacted to those changes at the beginning of the change process and how they were reacting to the changes after one year.

Change	Staff Reactions	
	At the Beginning	After One Year

MAKING CHANGE WORK IN YOUR LIBRARY

Wt.	FORCES PUSHING TOWARD CHANGE		CHANGE		FORCES PUSHING AGAINST CHANGE	*Wt.*
		→				
				←		
		→				
				←		
		→				
				←		
		→				
				←		
		→				
				←		

Wt. = Weight or Value, ranging from 1 (weak) to 5 (strong).

MAKING CHANGE WORK IN YOUR LIBRARY: CASE STUDY ONE

Wt.	FORCES PUSHING TOWARD CHANGE

CHANGE

The library is currently open 9-5, Monday-Friday and 10-3 on Saturday.

The Library Board wants the library to be open at least two evenings a week and from 12-5 on Sunday.

There are no plans to hire additional staff, which means that the library's current hours will have to be changed to accommodate the new hours.

FORCES PUSHING AGAINST CHANGE	*Wt.*

Wt. = Weight or Value, ranging from 1 (weak) to 5 (strong).

MAKING CHANGE WORK IN YOUR LIBRARY: CASE STUDY TWO

Wt.	FORCES PUSHING TOWARD CHANGE				FORCES PUSHING AGAINST CHANGE	*Wt.*
		→	**CHANGE**			
			The library just completed a strategic plan. The library's service priorities prior to the new plan were General Information and Formal Learning Support. As a result of the planning process, the new library service priorities are Current Topics and Titles and Commons.	←		
		→				
				←		
		→				
				←		
		→				
				←		
		→				
				←		

Wt. = Weight or Value, ranging from 1 (weak) to 5 (strong).

SUCCESSFUL NEGOTIATIONS

At their core, changes in the way work is done are negotiations between managers and staff. Most negotiations revolve around issues in these four categories:[1]

- **Facts** – These are the easiest issues to resolve because they can be verified; however, methodology *may* be an issue.

- **Goals** – Reaching agreement on goals in more difficult because goals reflect priorities, which in turn are based on personal observations and experiences.

- **Methods** – Reaching agreement on methods can be harder still. There may be a number of ideas about how to implement change, with different costs and considerations for each one. There will also be different probabilities of success, much speculation about methods (and remembrances of ones tried and rejected before). Be careful not to get bogged down in endless "what if's" and hypotheticals.

- **Values** – Values form the bases for most people's belief system. They are so personal that they are almost impossible to negotiate. If the issue *is* one of value, that's important to identify what values are being discusses. Would more specific definitions help? Are there values you all <u>can</u> agree to?

Practical Tips to Reach Common Ground[2]

- Talk about where you want to go, not where you have come from.

- Remember that ultimately conflict lies not in objective reality, but in people's heads.

- Listen carefully and show people you understand what they are saying. Understanding is not agreeing.

- Deal with people as human beings and the problem on its merits.

- Identify multiple options for resolving the difference. There is always more than one right answer.

- Look for shared interests and mutual gain. Differences aren't always resolved by win-lose solutions. Sometimes both sides end up in a worse situation than they were when they started discussing the problem.

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[1] Diane Mayo and Jeanne Goodrich. <u>Staffing for Results: A Guide to Working Smarter</u>. (Chicago: ALA, 2002).
[1] Roger Fisher and William Ury. <u>Getting to Yes: Negotiating Agreement Without Giving In</u>. (New York: Penguin Books, 1999).

SUCCESSFUL NEGOTIATIONS: CASE STUDIES REVISITED

NEGOTIATION 1: The library is currently open 9-5, Monday-Friday and 10-3 on Saturday. The Library Board wants the library to be open at least two evenings a week and from 12-5 on Sunday. There are no plans to hire additional staff, which means that the library's current hours will have to be changed to accommodate the new hours.

What are the **Facts** in the situation?
_____
_____
_____

What are the **Goals** in this situation?
_____
_____
_____

What are the **Methods** in this situation?
_____
_____
_____

What **Values** do you think will influence this situation?
_____
_____
_____

NEGOTIATION 2: The library just completed a strategic plan. The library's service priorities prior to the new plan were General Information and Formal Learning Support. As a result of the planning process, the new library service priorities are Current Topics and Titles and Commons.

What are the **Facts** in the situation?
_____
_____
_____

What are the **Goals** in this situation?
_____
_____
_____

What are the **Methods** in this situation?
_____
_____
_____

What **Values** do you think will influence this situation?
_____
_____
_____

PUTTING IT ALL TOGETHER: MORE STAFFING CASE STUDIES

Case Study 3: Resistance to Change

Rosaria Garza is the manager of a small public library. Rosario and the board completed a strategic plan six months ago. The plan was developed with community input and resulted in a number of changes in service priorities for the library. One of the most significant changes was the shift in emphasis from introducing preschool children to books and reading to providing teens with leisure activities and reading.

The library has total staff of three people: Rosario and Mary, who work full-time, and Stella, who works part-time. Mary has worked at the library for 15 years and is responsible for most of the children's services. She is an excellent story-teller and loves working with preschool children. She is less enthusiastic about working with teens and has been very resistant to any changes in her job duties. During the six-month review of the strategic plan, Rosario discovers that there has been no progress toward the meeting the objectives dealing with services to teens.

What is the problem described in this case study?

_____

_____

_____

How do you think Mary feels about this situation?

_____

_____

_____

How do you think Rosario feels about this situation?

_____

_____

_____

What is the most effective thing Rosario could do to resolve the problem?

_____

_____

_____

What is the least effective thing Rosario could do to resolve the problem?

_____

_____

_____

Case Study 4: Lack of Training

John is the manager of medium-sized public library. Several staff members have retired in the past year and their replacements are not familiar with library's electronic resources and do not feel skilled enough to provide one-on-one technology help to users. John sent Nancy and Leo, two of the new people, to a workshop on searching databases that was sponsored by the State Library several weeks ago. John just observed Nancy telling a library user that she really didn't know much about the library's databases and that they were hard to use. Nancy suggested that the user try Google instead. John stepped in and helped the user with the database search. When the user had left, John asked Nancy why she hadn't used what she had learned during the State Library workshop to help the library user search the library's databases. Nancy said that the workshop was almost a month ago and she had forgotten a lot of what the trainer had said.

What is the problem described in this case study?

_____

_____

_____

How do you think Nancy feels about this situation?

_____

_____

_____

How do you think John feels about this situation?

_____

_____

_____

What is the most effective thing John could do to resolve the problem?

_____

_____

_____

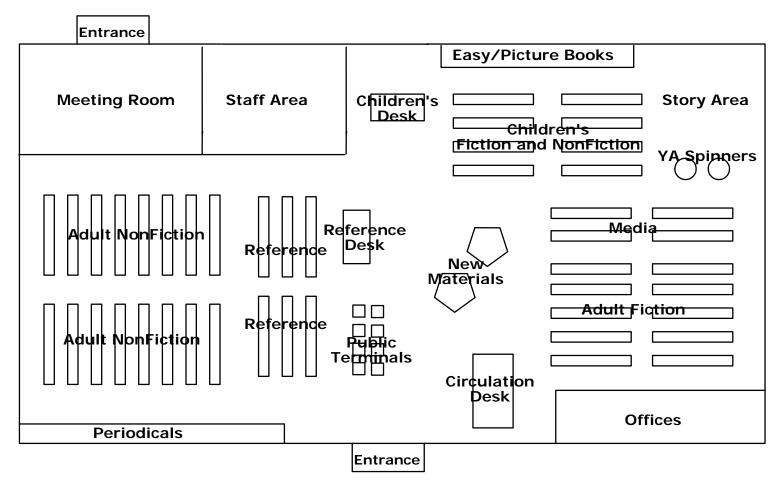What is the least effective thing John could do to resolve the problem?

_____

_____

_____

IMPLEMENTING YOUR PLAN: FACILITIES

1. Review current space allocation and reallocate as needed.

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

2. Evaluate current allocation of shelf space and change as needed.

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

3. Review current equipment and replace/add as needed.

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

4. Review current furnishings and replace/add as needed.

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

5. Identify facility-related training needs and develop a training plan.

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

6. Other: _____
    _____

    Data Needed to Accomplish: _____
    _____
    _____

    Issues to Be Resolved: _____
    _____
    _____

    Benefits: _____
    _____
    _____

    Risks: _____
    _____

THE ANYTOWN PUBLIC LIBRARY

FLOOR PLAN

Entrance

Easy/Picture Books

Meeting Room

Staff Area

Children's Desk

Story Area

Children's Fiction and NonFiction

YA Spinners

Adult NonFiction

Reference

Reference Desk

Media

New Materials

Reference

Adult NonFiction

Reference

Public Terminals

Adult Fiction

Circulation Desk

Offices

Periodicals

Entrance

NOTE: This is not intended to represent an ideal floor plan. It is included as a discussion guide.

REALLOCATING SPACE

Base your answers to the questions below on the floor plan on the preceding page.

1. What are the service priorities of the Anytown Public Library?
    A. _____
    B. _____
    C. _____

    D. What makes you think that the service priority you identified as 1A is the most important priority for the Anytown Public Library?

    _____
    _____
    _____
    _____

    E. What makes you think that the service priority you identified as 1B is the most second most important priority for the Anytown Public Library?

    _____
    _____
    _____
    _____

    F. What makes you think that the service priority you identified as 1C is the third highest priority for the Anytown Public Library?

    _____
    _____
    _____
    _____

2. Are children an important audience for the Anytown Public Library?

    _____
    _____
    _____
    _____

3. Are young adults an important audience for the Anytown Public Library?

    _____
    _____
    _____
    _____

4. Are adults an important audience for the Anytown Public Library?

    _____
    _____
    _____
    _____

5. If you were the director of the Anytown Public Library and you had just completed a strategic plan that had as its highest priority to *provide materials and services to satisfy residents' interest in popular culture and provide satisfying recreational experiences,* what changes would you make in the building?

    _____
    _____
    _____
    _____
    _____
    _____

6. If you were the director of the Anytown Public Library and you had just completed a strategic plan that had as its highest priority to *make sure that preschool children developed a love of books and reading,* what changes would you make in the building?

    _____
    _____
    _____
    _____
    _____
    _____

7. If you were the director of the Anytown Public Library and you had just completed a strategic plan that had as its highest priority to *ensure that seniors have the skills they need to find, evaluate and use information effectively,* what changes would you make in the building?

    _____
    _____
    _____
    _____
    _____
    _____

8. If you were the director of the Anytown Public Library and you had just completed a strategic plan that had as its highest priority to *provide students with the information they need to succeed at school* what changes would you make in the building?

    _____
    _____
    _____
    _____
    _____
    _____

EQUIPMENT, FURNITURE, AND STORAGE: CASE STUDIES

Case Study 6: One of the objectives in the Anytown Public Library's strategic plan is "The circulation of popular materials will increase by 10% during the next fiscal year." The staff have decided to purchase 750 DVDs during this fiscal year as one way of meeting the objective. These DVDs will be added to current collection of 200 DVDs.

1. Will the library need additional equipment to accomplish this activity?
   ___YES ___NO

   If YES, what kind of equipment and how will it be used? _____

   _____

   _____

   _____

   _____

   _____

   _____

2. Will the library need additional furniture to accomplish this activity?
   ___YES ___NO

   If YES, what kind of furniture and how will it be used?_____

   _____

   _____

   _____

   _____

   _____

   _____

3. Will the library need additional storage to accomplish this activity?
   ___YES ___NO

   If YES, what kind of storage and how will it be used? _____

   _____

   _____

   _____

   _____

   _____

   _____

Case Study 7: Another of the objectives in the Anytown Public Library plan is "At least 350 adults will attend a staff-led computer training class."

1. Will the library need any equipment to accomplish this objective?
   ___YES ___NO

   If YES, what kind of equipment and how will it be used? _____

   _____

   _____

   _____

   _____

   _____

   _____

2. Will the library need any furniture to accomplish this objective?
   ___YES ___NO

   If YES, what kind of furniture and how will it be used?_____

   _____

   _____

   _____

   _____

   _____

   _____

3. Will the library need any storage to accomplish this objective?

   ___YES ___NO

   If YES, what kind of storage and how will it be used? _____

   _____

   _____

   _____

   _____

   _____

   _____

MANAGING CHANGE

Involve staff at every step of the process. The more that staff have to do with designing the changes, the more comfortable they will feel with them.

Don't get so involved in the process of change that you lose track of the reasons for the changes. Always know why you are making changes and always include the reasons when discussing changes with staff, the board, and the public.

Acknowledge the emotional reactions that we all have when faced with change. Some change experts suggest that people dealing with change go through much the same process as people dealing with grief: shock, denial, anger, guilt, depression, acceptance, and growth. These are strong emotions and they won't just go away if you ignore them.

Acknowledge the contributions made by the services and programs that are being phased out. A decision to change the priority of a service based on new community needs in no way diminishes the value of that service in the past. Celebrate your achievements and link your past successes at meeting community needs with your current efforts to continue to do so.

Don't expect change to be quick. It took a long time to establish your current organizational norms and it will take a long time to change them. Furthermore, the larger your library is the longer it will take to change things. It is much like the difference between trying to turn an ocean liner (remember the Titanic?) and a canoe.

Stay focused on the end result. Your plan is intended to improve the library's service to the people of your community.

Don't automatically assume that all changes will be equally effective. Monitor changes carefully and make adjustments as needed. Be willing to publicly acknowledge that a change did not lead to expected results, if necessary.

Don't expect to control the change process. No single person can control organizational change. What you and other library managers can do is understand the change process and manage it.

RESOURCES FOR RESULTS

Online Courses (http://www.pla.org)

Creating Policies for Results

In this course you will work with the staff of the Tree County Library to evaluate the library's existing policies, determine what additional policies are needed, revise and develop policies, and establish a process to implement the new or revised policies. At the same time, you will be looking at the policies in your own library and using the skills you gain during the training to revise or develop at least one new policy and to create a plan to implement that policy. The self-paced curriculum was developed by Sandra Nelson and features interactive exercises, collaborative work, threaded discussions, and online chats with June Garcia, one of the authors of *Creating Policies for Results*.

The New Planning for Results

Are you thinking about working on a strategic plan for your library? Is it time to update your old strategic plan? Get the information you need to do it right in PLA's newest e-learning course. In this course, you will work with the staff of the Anytown Public Library as they develop a new library strategic plan. The self-paced curriculum was developed by Sandra Nelson and features interactive exercises, collaborative work, threaded discussions, and online chats with June Garcia, an experienced library administrator and consultant.

Electronic Versions of Workforms (http://www.elearnlibraries.com)

E-Learn Libraries and PLA have collaborated to provide free access to electronic versions of the workforms from *The New Planning for Results*, *Staffing for Results*, *Creating Policies for Results*, and *Managing for Results.* The workforms from forthcoming Results titles will be added as the new titles are published.

Books (http://www.alastore.ala.org)

Rubin, Rhea. *Demonstrating Results: Using Outcome Measures in Public Libraries.* (Chicago: American Library Association, 12/2005).

Mayo, Diane. *Technology for Results: Developing Service-Based Plans.* (Chicago: American Library Association, 2005).

Nelson, Sandra and June Garcia. *Creating Policies for Results: From Chaos to Clarity.* (Chicago: American Library Association, 2003).

Mayo, Diane and Jeanne Goodrich. *Staffing for Results: A Guide to Working Smarter.* (Chicago: American Library Association, 2002).

Nelson, Sandra. *The New Planning for Results: A Streamlined Approach.* (Chicago: American Library Association, 2001).

Nelson, Sandra, Ellen Altman, and Diane Mayo. *Managing for Results: Effective Resource Allocation for Public Libraries.* (Chicago: American Library Association, 2000).